

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV179

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Barbara Zito

Official School Name: Saint Philip the Apostle School

School Mailing Address: 797 Valley Road
Clifton, NJ 07013-2295

County: Passaic State School Code Number*: 491

Telephone: (973) 779-4700 E-mail: principalzito@gmail.com

Fax: (973) 779-0932 Web site/URL: saintphilipschool.catholicweb.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. John Eriksen Superintendent e-mail: superintendent@patdioschools.org

District Name: Diocese of Paterson District Phone: (973) 777-8818

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Keitha Paleski

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PV179

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12PV179

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 11

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	21	24	45		6	19	21	40
K	24	27	51		7	25	22	47
1	21	20	41		8	27	19	46
2	22	17	39		9	0	0	0
3	23	17	40		10	0	0	0
4	21	20	41		11	0	0	0
5	8	21	29		12	0	0	0
Total in Applying School:								419

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
8 % Asian
4 % Black or African American
12 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
73 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2010	384
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%
 Total number of ELL students in the school: 0
 Number of non-English languages represented: 6
 Specify non-English languages:

The non-English languages represented in the school are: Gujarati, Hindi, Italian, Polish, Spanish, and Tagalog.

9. Percent of students eligible for free/reduced-priced meals: 14%

Total number of students who qualify: 53

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

Total number of students served: 17

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>6</u>
Paraprofessionals	<u>3</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>29</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Saint Philip the Apostle School proudly affirms its alignment with the core principles of Catholic elementary education that fosters the spiritual, moral, physical, and intellectual development of each student within a nurturing and faith-filled environment. To that end, and in keeping with the tradition of excellence, the school has held Middle States Accreditation status since 1988, as well as Star School and Best Practice recognition. Membership in the Diocesan Consortium enables the school to share services which provide budgetary support to help maintain the integrity of innovative programs.

Innovative programs give the school a unique identity impacting student academic growth. The Kaleidoscope Program in both literature and mathematics addresses the needs of academically-gifted students in grades one through eight by providing a challenging learning environment through the process of a modified and accelerated curriculum. Students receive daily instruction in a course of study two years above grade level. Both private and public secondary schools recognize the level of mastery that these students achieve and give them the opportunity to participate in honors classes. The Middle School Fine Arts Program incorporates an innovative strategy addressing Howard Gardner's Theory of Multiple Intelligences. Students receive weekly instruction in Visual Arts, Culinary Arts, Theater Appreciation, Fundamentals of Acting, Elements of Dance, and Voice/Music Appreciation culminating in a yearly Fine Arts Extravaganza. In support of educating the whole child, quality after-school activities such as scouting, sports, and various other after-school clubs are offered.

Cultural diversity is highlighted and students gain appreciation and respect of a world community through their active participation in Multicultural Days. This school-wide program has become a yearly tradition which culminates with an International Luncheon on the Day of the Dance where stage performances reflect cultural diversity through the art form of dance.

The Pre-School and Primary-School Departments have formed an in-house committee with a focus on balanced literacy. Through research supported by the Home and School Association (HSA) funding, cross-curricular instruction is offered in phonics, grammar, spelling, and writing. Cross-grading addresses the different levels of student learning and focuses on the needs of the individual student.

Teachers utilize SMART technologies to support and enhance the curriculum. Access to Discovery Education Streaming Plus, a comprehensive online teaching resource correlated to state standards, helps broaden students' learning experiences. Laptops allow students access to the internet to conduct research. Students in Pre-Kindergarten through grade eight receive weekly instruction in the computer lab.

The curriculum is based on diocesan guidelines together with the New Jersey Core Curriculum Content Standards. Instruction is geared to meeting the needs of the students with the sole purpose of raising their skill level. Students are identified and assigned on-level and beyond-level classes in math and reading in grades Kindergarten through eight, allowing for improved student growth at their level of achievement. The expertise of intermediate and middle school teachers benefits student growth. Departmentalization allows students to receive solid instruction from teachers with a knowledgeable base in each discipline. Also, the adoption of a new math series in middle school has provided a more solid foundation in pre-algebra skills to launch a study of algebra in eighth grade, and to better prepare students for secondary education. World languages also expand the curriculum to enrich student learning. Seventh and eighth grade students receive weekly instruction in Latin. Spanish is taught on a weekly basis to Pre-Kindergarten through grade five, while middle school grades receive instruction twice a week. Upon completing eighth grade, students are able to communicate in written and verbal forms.

Professional Learning Committees meet monthly to assess instructional goals, student gains in skill development, and student skill deficits. Collaboration is highlighted to afford students a smooth transition

with a foundational skill base to successfully advance from primary to intermediate to middle school.

Faculty, staff, and Principal proudly affirm their commitment to the school mission statement accessible on the school website: “We pledge that the school is a Catholic community dedicated to creating an environment that fosters the spiritual, mental, and social growth of each child. The Administration, Faculty, staff, and students will nurture a loving community inspired by Gospel teaching and the example of Jesus Christ. Through a diversity of curriculum and culture, the students will discover their unique talents and recognize them as gifts from God to be joyfully shared in the service of the Church and society.” Recognition as a Blue Ribbon School would not only serve to validate the deep-rooted convictions shared as educators, but would also honor tradition, and nurture a passion for excellence unparalleled.

1. Assessment Results:

A. The school participates in the standardized testing program mandated by the Diocese of Paterson. The TerraNova, The Third Edition, published by CTB/McGraw-Hill is administered each March to students in grades Kindergarten through seven. In November, the eighth grade students participate in the TerraNova, Cooperative High School Admissions Examination. This examination assesses student aptitude in mathematics, reading, and language arts, in addition to measuring the students' cognitive ability. The modular format of the TerraNova, The Third Edition, meets educators' specific needs by offering a full range of testing options – from selected-response items to open-ended tasks that work together to give students the best opportunity to show what they know and what they can do. Performance Level Scores provide a description of what students can do in terms of the content skills assessed by the TerraNova, which are typically found in curriculum. Student progress can be monitored both within a grade span and across grade spans, so that even lower-achieving students have an opportunity to demonstrate progress toward the desired goal of proficiency.

Instead of comparing student performance to a specified set of objectives or to a pre-determined group of students, student performance is reported in terms of five Performance Levels: Level 1 (named *Starting Out* for students in Grades 1-2 and *Step 1* for students in Grades 3-12), Level 2 (named *Progressing*), and Level 3 (named *Nearing Proficiency*) represent student performance that is *Partially Proficient*. Level 4 (named *Proficient*) and Level 5 (named *Advanced*) represent the desired goal of proficiency. All students should work towards reaching proficiency.

B. When examining the scaled scores for students in grades three through seven over the course of five years, it is clearly evident that the results are relatively consistent. In 2009-2010, Grade 3 made a substantial gain (+13) in their reading scores. This trend was due to the introduction of the *Treasures* Reading/Language Arts Series. This series supports the teachers' differentiated instructional strategies while focusing on Balanced Literacy. In 2009-2010, Grade 4 reading scores documented a substantial gain (+13). In September of 2009, a new teacher was added to the intermediate school faculty with a background in Balanced Literacy. Focused instructional strategies and heightened student interest added to the increased achievement. In 2007-2008, Grade 5 reading scores decreased due to increased class size and the class schedule. Subsequently, the following year the time was rescheduled noting a consistent gain thereafter. In reading, there are patterns of consistency at individual grade levels scoring within a few points of each other; however, the cohort group between grades 6 and 7 exhibited a pattern of decline. Teachers constructed differentiated strategies to address the specific areas of need as determined by the Objective Summary Report of the TerraNova test to increase student achievement. Reading teachers from each grade level met to review and examine the scores. The area of need was determined to be writing. Subsequently, the Four Square Writing methodology was adopted to be used in grades 3 through 8. This differentiated strategy would give the students the organizational assistance needed to create well-constructed writing samples.

The overall view of the mathematics results shows the increase to be related to individual classroom technology opportunities and individual workbooks. SMART Boards were added to the classrooms and each student was given his/her own workbook to use for homework and study purposes. The major decrease (-17) in the 2008-2009 Grade 5 mathematics scores was due to the schedule. Mathematics was taught immediately after lunch. The following year mathematics was taught first period, improving subsequent scores. In Grade 6 mathematics, a substantial gain (+18) was achieved in 2007-2008. Due to decreased class size and class schedule, and being taught first period, the opportunity for improvement was realized. Consistent improvement was attained thereafter. The substantial increase (+23) for the 2007-2008 Grade 7 mathematics scores is associated with teacher competency in both the content area and technology, specifically a SMART Board. Interactive lessons engaged the students, increased interest, and ultimately increased achievement. Increased (+17) gains in 2009-2010 scores were due to a new

mathematics (pre-algebra) series in preparation for algebra in middle and secondary schools. It is noted that in both content areas the percentage of students alternatively assessed decreased over the five year period. This trend has been linked with the collaboration among the regular education teachers and the special services teachers. Educators created a welcoming environment for all level learners. Together they developed a format whereby all students can become more confident about their learning. The overall view of reading and mathematics demonstrates an upward trend over the five year period.

2. Using Assessment Results:

The school uses detailed data from the TerraNova Multiple Assessment and the In-View Test of Scholastic Ability to evaluate the strength and weakness of each student and the school-wide learning community on a grade-by-grade basis.

The test is administered in March, and the results are distributed in May. These results are first reviewed, in detail, by the principal, who completes an analysis of each grade level and overall school performance. A year-to-year comparison of results is made to determine if any trends exist in specific areas of performance.

The Group Objective Summary Report, provided by the TerraNova testing service, is then given to each teacher in June so they may assess class performance on each major objective covered in the subject areas tested. Each objective is broken down into non-mastery, partial mastery, and full mastery for each student. The teacher can address any concerns on either a whole class or individual need basis of any emerging patterns of weakness. Present grade teachers collaborate with emerging grade teachers to address any weaknesses identified by the TerraNova testing in all tested subject areas. For example, a mathematics year-long learning plan is shared that includes objectives covered during math instruction for that year and the observed areas of weakness. For instance, the fourth grade teacher may note that the class struggled with the concepts of fractions and decimals. This informs the fifth grade teacher that in the coming school year this concept may need to be reviewed and reinforced, so that mastery of the skill is achieved before students take the TerraNova.

Teachers meet in Professional Learning Communities within the school year on a regular basis. PLC meetings are attended by same subject teachers across grade levels to brainstorm and share proven instructional strategies to meet learning objectives for their particular subject area. Areas of strength are analyzed for an action plan across all grade levels.

Assessment of the individual student's progress is carried out throughout the year through tests, quizzes, reports, unit-based performance projects, quarterly exams and an ongoing portfolio of each student's work. Students who lack mastery of a subject as identified by these in-school assessments and the TerraNova results may receive extra help from their teacher during and after school hours. The state also provides services for students who need remediation. The TerraNova results are also used to identify above-level learners who would benefit by inclusion into the Kaleidoscope Mathematics and Literature Program. Students admitted to this program work two years above grade level. The TerraNova results are also used to identify those students who may benefit from the Center for Talented Youth at Johns Hopkins University, a program in which the school participates.

Communication of assessment is shared with parents on an ongoing basis. Progress reports and report cards are distributed on a regular, quarterly basis. Formal Parent-Teacher conferences take place each November. To ensure communication between parents and teachers, the first quarter report card is only distributed at the Parent-Teacher conference. Each teacher is accessible on a daily basis through e-mail. Additionally, every teacher has an individual web page where homework, class expectations, class happenings, and upcoming learning objectives are posted on a regular, often daily, basis.

The TerraNova testing Home Report is shared with the parents in June. The school's TerraNova scores are published in *The Beacon*, the Paterson Diocesan weekly newspaper and on the Paterson Diocesan Schools website. The principal is available to answer questions parents may have regarding their

individual child or the school's performance as a whole. Saint Philip the Apostle School is proud of the results attained over the past five years which show consistent growth in achievement in both Reading and Math.

3. Sharing Lessons Learned:

As a Middle States accredited school, Star School, and Best Practice Award winner, the school is proud to share its lessons and student experiences with other schools in the diocese and the state. Within the diocese, the school has hosted many professional development workshops which allow faculty members to meet and collaborate on various educational topics. The school displays student work, which is an additional way for lessons to be shared. Throughout the school year, the teachers meet with other grade level and/or subject area teachers from diocesan schools to share and plan lessons that will benefit students across the diocese. The teachers are expected to provide at least one best practice lesson to share with their colleagues.

As per the Saint Philip the Apostle School motto, the Faculty is constantly striving to improve their skills as they grow from "Good, to Better, to Best". Consequently, the entire Faculty meets once a month to share upcoming events, ideas and themes, as well as to discuss methods that have been successful. On a monthly basis, cross curricula PLC meetings occur to help ensure that the needs of every child are being met. Teachers are also encouraged to attend workshops sponsored by the state. Teachers present mini-workshops to the faculty during monthly meetings thereby allowing everyone to benefit from the new information that has been gathered.

Additionally, the principal meets with other diocesan principals to collaborate and share successes. The school is frequently the host to these meetings which enables other diocesan principals to observe the lessons and projects that are ongoing. The principal has also spearheaded committees for curriculum development. Under her supervision, a new language arts and reading program has been selected for the diocese.

The teachers collaborate with peers through the diocesan e-mail system. Teachers have shared many lessons via email and are very excited about posting lessons on a new diocesan site called Ning. Utilizing this technology has created an open dialogue, with a sense of trust, among new and veteran teachers throughout the diocese.

4. Engaging Families and Communities:

The school's success is founded on the fundamental principle based on the old African proverb, "It takes a village to raise a child." An integral component of this philosophy is the HSA, led by elected officers, Faculty, and Administration. Monthly meetings keep parents abreast of school activities, fundraisers, "fun"-raisers, and social issues for the school and community. Monthly events encourage and nurture community spirit and involvement. Annual celebrations such as Trunk or Treat, Craft Fair, Tricky Tray, Fish Fry, and Parish Carnival not only bring funds to the school but strengthen the community bond that exists between school, parish, and community. Ongoing charitable activities are run by our Girl and Boy Scouts beginning in Kindergarten and continuing through their high school years. The school's alumnae actively participate in the parish Youth Group, which holds their meetings at the school. This encourages and strengthens peer bonds that extend into the community. All age groups are respected throughout the community, and an open invitation is offered to the senior parish members to participate in school activities. They are invited to the annual Christmas show and 8th Grade musical. Also, many volunteer their time within the classroom setting. Community veterans are honored at our annual Veteran's Day prayer service.

Open communication between parish and community is fostered through the school website as well as the HSA website. School policies, the Honeywell Instant Alert System, monthly calendars, menus, sporting events, and links to teacher websites are posted for easy accessibility. The HSA's website provides

information on fundraisers and displays articles sharing stories of special events and happenings within the school and community. They also invite special guest speakers to attend their meetings and workshops (i.e. Recognizing Bullying, presented by counselors from the Passaic County Prosecutor's office at the October meeting). The principal's page includes a monthly newsletter, and each teacher provides a web page which keeps both parents and students aware of classroom activities. The middle school sponsored, bilingual newsletter and a section of the Parish Bulletin is dedicated to school activities and are authored by the school's Faculty. The electronic billboard, which is visible from the main road, keeps the community informed as well. To meet the needs of families struggling financially, the food program is structured to allow for reduced or free healthy breakfasts and lunches. The school nurse also offers free health screenings.

1. Curriculum:

The school follows the guidelines set forth by the Paterson Diocese in conjunction with the New Jersey State Core Curriculum Content Standards. Religious education is paramount as we nurture a loving community inspired by the Gospel teachings of Jesus Christ. Bible study with a focus on the Sacraments enables all students to grow closer to God. The reading/language arts curriculum is based upon Balanced Literacy and leveled trade books, with a focus on comprehension components and writing skills. The language arts curriculum focuses on grammar, vocabulary, spelling, and writing. Communication and research skills are improved with the writing of a research paper in eighth grade. In mathematics, established classroom learning environments facilitate experiences which include basic facts, algebra, geometry, technology, and writing skills. Lessons such as balancing a check book and geometric room design provide real-life applications. Students reach their full potential through ability grouping and mastery learning. Scientific hands-on inquiry is the focus of our science curriculum. Laboratory experimentation and dissections engage students in finding solutions to problems that connect them to the natural world. Life science, physical science, earth science, and human biology are studied across grade levels. Social studies engage students in history, geography, economics, and civics. Every opportunity is taken for students to discuss social justice issues, thereby developing a keen awareness of citizenship in a global society. Weekly music and art classes in grades Pre-K through five empower students to express their unique creativity. The Middle School Fine Arts Program is a one-of-a-kind elementary school initiative. The program allows middle school students to focus yearly on one discipline: Visual Arts, Culinary Arts, Theater Appreciation, Fundamentals of Acting, Elements of Dance, and Voice/Music Appreciation, as determined by an assessment based on Howard Gardner's Theory of Multiple Intelligences. Weekly classes culminate at the end of the year in a Fine Arts Extravaganza during which students demonstrate competency in the content knowledge and skills delineated for the particular arts discipline. Food Network Iron Chef Challenges, Samoan slap dancing, as well as staging real-life Norman Rockwell paintings are among the memorable performances enjoyed by the entire school community. This award-winning program instills self-confidence and assists students in further developing their interest in visual/performing arts in high school. Physical education is taught weekly for strength of body and mind. Health topics include personal hygiene, disease prevention, as well as balanced nutrition and healthy living. All students receive weekly computer technology instruction. Students develop computer literacy skills in word-processing, internet navigation, database, spreadsheets, and multi-media interactive presentations. The foreign language program consists of weekly Spanish lessons in grades Pre-K through five, focusing on conversational grammar, history, and culture. Middle school students receive instruction biweekly. Beginning in seventh grade, students study Latin on a weekly basis to further their knowledge of other disciplines and increase knowledge of their own language. The study of classical language enhances student vocabulary skills and improves performance on standardized tests. After two years of study, eighth grade students are invited to participate in the National Latin Exam. St. Philip the Apostle School is in compliance with the program's foreign language requirements.

2. Reading/English:

Students learn best when they are challenged and nurtured within their natural abilities. Building upon that philosophy, Saint Philip the Apostle School has created a Balanced Literacy reading program built upon the NJCCCS and curriculum guidelines established by the Diocese of Paterson. This reading initiative focuses learning at the individual level. The school offers three levels of instruction per grade affording each child the opportunity to learn at his/her appropriate level: on grade level, beyond-level (one level above on-level), and kaleidoscope (two levels above on-level). Students that require additional support of concepts and comprehension skills are afforded supplemental and compensatory weekly instruction through Essex County Special Services in conjunction with the classroom reading teacher. Upon analyzing the academic development and tracking the progress of the school population, a search

committee comprised of Administration and Faculty chose the Macmillan/McGraw Hill *Treasures* Reading/Language Arts Series to support the program. This comprehensive Balanced Literacy series provides differentiated instructional strategies with multiple online resources for teachers, students, and parents. Teachers employ cross grading, cooperative learning, and whole group and shared reading strategies to maximize the learning experience. The use of Orton-Gillingham multi-sensory techniques and SMART Board interactive reading and writing lessons support the needs of students with diverse learning styles. The Classroom Presentation CD provides teachers with interactive visual presentations focusing on key skills such as phonemic awareness, fluency, and writing. The Complete Literacy Component provides online interactive guided practice for students, which supports vocabulary and comprehension. The Student Works Plus online resource provides the complete contents of the student editions with audio support in multiple languages for ESL students. This enables parents an opportunity to participate in their child's learning. The *Treasures* series provides a diverse and relevant selection of literature that lends itself to the story elements emphasized in trade books throughout middle school, which further promotes foundations of grammar and writing skills that are essential components to the Balanced Literacy program. Key to the success of the program is the home-school connection which is strongly encouraged. Students are required to read at home for 15-20 minutes, reflect, and utilize various journaling techniques which allow them to explore all story elements.

3. Mathematics:

The mathematics curriculum is developed and maintained through the use of scope and sequence guides, the NJCCCS, and the Paterson Diocesan guidelines. Teachers use a variety of teaching strategies to appeal to each individual learner such as differentiated instruction, cooperative learning, problem-solving activities, mental math drills, implementation of technology, and use of manipulatives. Students receive instruction in number sense, numerical operations, geometry, measurement, algebra, probability, and problem solving skills. In the K-8 classrooms, the Sadlier Oxford *Progress in Mathematics* textbook series helps students prepare for the TerraNova standardized test. Students are placed in one of the following three ability groups: on-level, beyond-level (one level above on-level), or kaleidoscope (two levels above on-level). Students are placed in a certain area based upon teacher observation/recommendation, placement tests, TerraNova results, and classroom performance. In addition, those students who are performing below grade level receive Compensatory Education and Supplemental In-Class Support from Essex County Special Services. Ability grouping allows our middle school students the chance to take pre-algebra and algebra courses. Therefore, each student is afforded the opportunity to reach his/her full potential due to ability grouping and mastery learning. The teachers also take part in Professional Learning Communities. The math teachers meet to share ideas and discuss current classroom strategies. At this time, the teachers are able to develop action plans to help all students, share lessons that have worked in the past, and continually discuss ways to implement the changing standards and course expectations in all math classes. The school also added an additional math block to the schedule, which increased the students' understanding and foundation of the necessary math skills needed at their appropriate level. Lastly, mathematics is linked to other curriculum areas through interdisciplinary units with a focus on reading and problem solving, applications of proper writing skills in mathematics, map skills, scientific applications, and interpreting charts/tables.

4. Additional Curriculum Area:

The science curriculum engages students in hands-on learning that effectively strengthens inquiry skills allowing students to develop an understanding of the natural world through research, experimentation, and analysis. There is an in-depth focus on science topics, emphasizing habits of mind associated with scientific inquiry, skepticism, discovery, and collaboration. Students conduct experiments within the classroom and the science lab as part of daily lessons reinforcing the processes of science, such as identifying questions and variables, qualitative observation, accurate measurement and analysis. Teacher created SMART lessons heighten students' interest and set the standard for integration of technology and enhanced learning. Students use laptops to conduct WebQuests, internet research, and virtual labs.

In the Early Childhood and Primary divisions, real-life learning activities capture the natural inquisitiveness of students. Lesson examples include observing the life cycle of butterflies and a field trip to an apple orchard, where students learn about apple variety and the life cycle of a seed. Intermediate grades explore areas of physical, earth, and life science, learning to apply the scientific method to all areas of work as they conduct an increased number of hands-on investigations.

The science curriculum in middle school intensifies as students begin an in-depth study of life science that includes the study of cellular processes, DNA replication, reproduction and genetics, from single-celled organisms to multi-cellular animals, culminating in health and human biology. Areas of physical science covered include: weather, energy, force, and chemistry. Eighth grade students conduct several dissections to support their study in the area of biology. Examples include: a sheep's eye and brain, earthworms, and frogs. Middle school students work in collaborative groups on unit projects and are challenged to conduct research and develop/design their own experiments. Students learn to communicate and share their findings with their peers through oral poster presentations and participation in school-wide science fair activities.

A fully functioning lab provides the environment and tools for students at all levels to participate in practical investigations. The pairing of primary grade teachers with middle school teachers as an extension to PLCs provides collegial mentorship and bridges curriculum planning to assure high student achievement. This has led to simple collaborative experiments between middle school and the primary grades at least once a year. The use of science journals/Student Interactive Science Notebooks K-8, is an important component in communicating student application of learned concepts to the natural world around them.

5. Instructional Methods:

“Through a diversity of curriculum and culture, the students will discover their unique talents...” The school's mission statement proclaims the uniqueness of each child complete with different learning styles. The incorporation of Marzano's High-Yield Instructional Strategies, Howard Gardner's Theory of Multiple Intelligences, and the Orton-Gillingham Multi-Sensory approach to reading enables teachers to differentiate instruction in order to meet the diverse needs of all learners.

For students whose learning style is auditory, using cooperative learning provides development in communication, decision making, and conflict resolution skills. The use of graphic or semantic organizers helps the visual learners focus prior knowledge while preparing them to relate the new knowledge to what they already know. In addition, identifying similarities and differences provides the students with the opportunities to think about relationships in the content in new ways. Students that require a more tactile or kinesthetic approach to learning respond to non-linguistic representations. This instructional strategy helps the students present the knowledge non-linguistically through drawing pictures, maps, pictographs, creating mental images, using physical models, or doing activities that involve physical movement. Choice Boards are frequently used to empower students to take charge of the learning process. The choices support the instruction focusing on the varied learning styles: summarization, flow charts, oral presentations, or creating a poem or song. This highly-effective differentiated strategy heightens student interest which results in increased academic achievement for all learners. The Orton-Gillingham teaching approach is simultaneously visual, auditory, kinesthetic, and tactile to enhance retention and learning. This instructional style promotes inclusion of students with special needs in the general education setting. Students are encouraged to sing and clap, jump and sky-write, as they learn decoding and spelling skills.

Teachers effectively employ the use of technology to enhance the instruction. Interactive SMART technologies, projectors, and laptop computers are used in the classrooms to increase motivation and student engagement. The lessons and activities are child-friendly and game-like which encourages student participation. The use of interactive technology as an instructional tool provides the students greater interaction with the subject matter for all learning styles.

6. Professional Development:

In alignment with the New Jersey Core Curriculum Content Standards and the Diocese of Paterson Professional Improvement Plan, each faculty member creates a personal Professional Improvement Plan that requires twenty hours of professional development yearly. The plan is created using the results of the previous year's TerraNova standardized test scores. Teachers are required to include one personal goal regarding their individual class. The accomplishment of these goals are reviewed with the principal at the end of the year and are documented.

The School Office of the Diocese of Paterson is registered to provide continuing education workshops in the state of New Jersey. Through a partnership with Manhattan College, teachers have participated in a series of in-services specifically designed for differentiated instruction. Among the highlighted presentations was the viewing of *Good Morning, Miss Toliver*, which gave the teachers an insight on students' thinking and learning about mathematics. The use of increased mathematical vocabulary, a mathematics word wall, individual whiteboards, and summarization through journaling, enabled the teachers to focus on diverse learning styles. More importantly, it improved how the teachers assessed student knowledge on all levels, changing the teachers' instruction, which lead to increased student interest and achievement.

Through Professional Learning Communities, the faculty is dedicated to sustained and collective participation and collaboration. This program allows for professional development to be designed for groups of teachers from the same school, department, or grade level. Teachers participate in peer observations to better understand student learning, curriculum materials, and instructional strategies. The teachers meet monthly to collaborate and assess content instruction strategies and student progress. As a result, the use of portfolio assessment was adopted to travel with each student from year to year. In this way, the students can view their personal achievements, increasing self-esteem. In addition, the portfolios assist the next teacher as to the student's strengths and weaknesses in several different disciplines, tailoring instruction as needed.

Teachers attend technology workshops offered by the Clifton Board of Education. Workshops in SMART Board lesson creation and execution are offered twice during the school year in addition to a week long summer program. Increased student motivation and participation resulted in the use of interactive science lessons on the water cycle. The use of Discovery Education enabled teachers to scaffold the instruction to create a school-wide project on recycling.

7. School Leadership:

The philosophy that each child can learn when given the necessary tools is demonstrated daily by the principal through her physical presence, support, and partnership with the faculty and students. The school is governed by the policies and practices established by the Diocese of Paterson. Daily operation of the school is under the direct supervision of the principal, in cooperation with the pastor of the parish. The Education Council works in conjunction with the principal and pastor in an advisory capacity regarding school finance, strategic planning, and development.

Ensuring that the students have the opportunity to eat nutritious foods and feel safe in their environment, are critical components necessary for learning. The principal has initiated programs to support those families who need assistance in providing breakfast, lunch, and after-care snacks for their children. Each year, with the assistance of federally-funded grants, the principal addresses bullying and character building through various programs. The *Power of One* was presented to grades Pre-Kindergarten through eight. The interactive play, which addressed bullying, cyber bullying, and staying safe is linked to the school's non-tolerance policy. The school's handbook, which is updated yearly, clearly states the policies and procedures to be followed by students and parents alike. All students and parents must sign the receipt of the handbook to register in the school.

The principal encourages collaboration with subject coordinators in developing and implementing new programs. As a former primary reading teacher, she works closely with all reading teachers to develop new strategies and materials for emergent readers. Her initiative to incorporate the Orton-Gillingham Multi-Sensory approach to reading is a demonstration to her dedication to student success. The principal's goals and priorities are communicated to the parents through monthly HSA meetings and newsletters, which can be found on the school website with a direct link to the principal's email address. In a democratic atmosphere of free-flowing ideas and opinions, there is an opportunity for parent input and queries.

The recent visit from a Diocesan supervisor summarized it best: "The principal is a human dynamo who pursues excellence in the school. Her dedication to the students, parents, and teachers is evident. The on-going visibility of the principal and her attentiveness to each child, by name, enhances their sense of self-worth as a child of God. Amen!"

PART VI - PRIVATE SCHOOL ADDENDUM

12PV179

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4600</u>	<u>\$4600</u>	<u>\$4600</u>	<u>\$4600</u>	<u>\$4600</u>	<u>\$4600</u>
K	1st	2nd	3rd	4th	5th
<u>\$4600</u>	<u>\$4600</u>	<u>\$4600</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5484

5. What is the average financial aid per student? \$670

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 4%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: 2006,2007-

Publisher: CTB/McGraw- Scores reported as: Scaled

2nd;2008,2009,2010-3rd

Hill

scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	659	674	659	617	650
Number of students tested	38	36	38	44	48
Percent of total students tested	92	100	95	96	89
Number of students alternatively assessed	3	0	2	2	6
Percent of students alternatively assessed	7	0	5	5	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV179

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: 2006,2007 - 2nd;
2008,2009,2010 -3rd

Publisher:
CTB/McGraw-Hill

Scores reported as: Scaled
scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	665	670	648	641	633
Number of students tested	38	37	38	44	48
Percent of total students tested	93	100	96	95	88
Number of students alternatively assessed	3	2	2	2	6
Percent of students alternatively assessed	7	0	5	4	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV179

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: 2006,2007-

Publisher: CTB/McGraw- Scores reported as: Scaled

2nd;2008,2009,2010-3rd

Hill

scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	678	665	663	665	670
Number of students tested	30	40	46	46	34
Percent of total students tested	97	95	96	89	87
Number of students alternatively assessed	1	2	2	6	5
Percent of students alternatively assessed	3	5	4	12	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV179

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: 2006,2007-2nd;
2008,2009,2010-3rd

Publisher: CTB/McGraw- Scores reported as: Scaled
Hill scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	678	675	662	667	659
Number of students tested	30	40	46	46	34
Percent of total students tested	97	96	96	89	88
Number of students alternatively assessed	1	2	2	6	5
Percent of students alternatively assessed	3	5	4	11	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV179

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: 2006,2007-

Publisher: CTB/McGraw- Scores reported as: Scaled

2nd;2008,2009,2010-3rd

Hill

scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	701	695	682	699	680
Number of students tested	37	49	45	34	38
Percent of total students tested	95	94	90	85	84
Number of students alternatively assessed	2	3	5	6	7
Percent of students alternatively assessed	5	6	10	15	16
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV179

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: 2006,2007-2nd;
2008,2009,2010-3rd

Publisher: CTB/McGraw-Hill
Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	688	679	675	690	682
Number of students tested	37	49	45	34	38
Percent of total students tested	95	94	90	85	84
Number of students alternatively assessed	2	3	5	6	7
Percent of students alternatively assessed	5	6	10	15	15
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV179

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: 2006,2007-

Publisher: CTB/McGraw- Scores reported as: Scaled

2nd;2008,2009,2010-3rd

Hill

scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	695	693	702	699	681
Number of students tested	47	47	33	35	49
Percent of total students tested	98	89	85	88	88
Number of students alternatively assessed	1	6	6	5	7
Percent of students alternatively assessed	2	11	15	13	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV179

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: 2006,2007-

Publisher: CTB/McGraw- Scores reported as: Scaled

2nd;2008,2009,2010-3rd

Hill

scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	694	689	698	690	699
Number of students tested	47	47	33	35	49
Percent of total students tested	98	89	85	88	88
Number of students alternatively assessed	1	6	6	5	7
Percent of students alternatively assessed	2	11	15	13	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV179

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: 2006,2007-

Publisher: CTB/McGraw- Scores reported as: Scaled

2nd;2008,2009,2010-3rd

Hill

scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	713	730	713	716	694
Number of students tested	44	31	37	52	35
Percent of total students tested	88	86	80	88	83
Number of students alternatively assessed	6	5	9	7	7
Percent of students alternatively assessed	12	14	20	12	17
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV179

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: 2006,2007-
2nd;2008,2009,2010-3rd

Publisher: CTB/McGraw- Scores reported as: Scaled
Hill scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	702	708	701	692	717
Number of students tested	44	31	37	52	35
Percent of total students tested	88	86	80	88	83
Number of students alternatively assessed	6	5	9	7	7
Percent of students alternatively assessed	12	13	19	12	17
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV179